

Childminder report

Inspection date:

6 December 2022

Overall effectiveness	Good
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The quality of education	Good
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Behaviour and attitudes	Good
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Personal development	Good
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Leadership and management	Good
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Overall effectiveness at previous inspection	Good
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What is it like to attend this early years setting?

The provision is good

Children are happy and feel secure. For example, they sit with the childminder on the floor to play and have meaningful discussions. This helps children to build warm relationships. Children are in control of their play and are happy to listen to suggestions and ideas from others. For example, the childminder encourages children to have their own ideas when they play with construction blocks. When children work out they need to use smaller blocks, the childminder respects their ideas. This engagement helps children to become critical thinkers and confident with their own decisions.

Children feel comfortable to learn new skills and have new ideas. For example, they comment that they want to build a 'big' house. Children show high levels of engagement in activities. The childminder brings books to life by providing animal puppets which children can hold. She uses good tones and enthusiasm when storytelling. This excites children and keeps them engaged, while developing their listening and understanding. Children display good independence skills. For example, they use the toilet unaided and wash their hands. This helps to promote children's awareness of good hygiene.

What does the early years setting do well and what does it need to do better?

- The childminder receives feedback from parents about their children's interests at home and plans this into her own activities. For example, children talk to visitors about their interests in construction blocks at home. Therefore, the childminder sets this up as an activity within the setting. This allows children to continue their learning through the interests that they have developed at home. The childminder has good partnerships with parents.
- Children attend a pre-school, as well as the childminder's setting. Children discuss with the childminder about their day at pre-school. However, the childminder has not established links with the pre-school to share information about children's learning and progress. This could potentially impact on children's learning and assessing the progress being made.
- Children enjoy trips within the local community and use public transport. For example, children experience bus journeys, as the childminder is aware most of the children in her care usually travel by car. Having these experiences supports children's understanding of the world through different means of transport available to them.
- The childminder has a large garden which children can access. However, she does not provide consistent opportunities for those children who prefer to learn outdoors. This could potentially mean that learning opportunities are missed which could impact children's knowledge and understanding of physical development as well as the development of their physical skills.

- The childminder has good knowledge and understanding of how to support children with special educational needs and/or disabilities. She understands the procedures to follow should she need advice or support. For example, the childminder explains she will communicate with parents and discuss if different approaches are needed.
- The childminder displays some understanding of what she would like children to learn while in her care. However, she is not fully confident to explain her curriculum intentions within the prime areas of learning.
- The childminder's support for children's communication and language is effective. Children enjoy having conversations and singing. For example, children comment they are going to build a 'rainbow house' and ask for the childminder's help. The childminder extends children's learning by singing a song about rainbows, which children join in with as they build their house together.

Safeguarding

The arrangements for safeguarding are effective.

The childminder has undertaken paediatric first-aid and safeguarding training. She implements clear and robust policies and procedures for safety and child protection. The childminder is fully aware of who she must contact should she have any concerns about any children. She has risk assessments in place and adheres to these. This ensures that children continually play in a safe and secure environment.

What does the setting need to do to improve?

To further improve the quality of the early years provision, the provider should:

- build links with other providers that children attend, to promote effective communication and good outcomes for children
- provide more opportunities for those children who prefer to learn outdoors, to promote their physical development
- embed the curriculum intent securely across the prime areas of learning, making sure there is always an aim in mind so children can make steady progress which can then be assessed appropriately.

Setting details

Unique reference number	EY451639
Local authority	Havering
Inspection number	10235924
Type of provision	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Childminder
Age range of children at time of inspection	2 to 6
Total number of places	6
Number of children on roll	3
Date of previous inspection	10 February 2017

Information about this early years setting

The childminder registered in 2012. She lives in Hornchurch, within the London Borough of Havering. The childminder provides care all year round from 8am to 5pm, Monday to Friday, except for bank holidays and family holidays. The childminder provides early funded education.

Information about this inspection

Inspector
Gemma Witchell

Inspection activities

- This was the first routine inspection the childminder received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with the childminder and has taken that into account in their evaluation of the childminder.
- The childminder spoke to the inspector about children's learning and development, with a particular focus on communication and language.
- Children spoke to the inspector about what they enjoy doing while with the childminder.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact that this was having on children's learning. The childminder and inspector discussed how the curriculum is implemented.
- The inspector observed the interactions between the childminder and children.
- The childminder provided the inspector with a sample of key documentation on request.
- The inspector viewed the provision and discussed the safety and suitability of the premises.

We carried out this inspection under sections 49 and 50 of the Childcare Act 2006 on the quality and standards of provision that is registered on the Early Years Register. The registered person must ensure that this provision complies with the statutory framework for children's learning, development and care, known as the early years foundation stage.

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